

**Psychology 270: Abnormal Psychology**  
**Spring 2017 – 3 credit hours (CRN: 26077)**  
**Mon & Wed 3:00-4:15 in Lecture Center F1**

**Instructor:** Julia Kim-Cohen, Ph.D. ([juliakim@uic.edu](mailto:juliakim@uic.edu))

Office: BSB 2056B

\*Office hours: Thursdays 9:30-10:30am (by appointment)

**Teaching Assistants:**

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\*Office hours: Mondays 1:00-3:00pm

\*Office Hours are by appointment only. We are happy to meet with you, but please email us first to schedule an appointment. This is done for your convenience so you don't find yourself waiting in a line of people who showed up before you. If you are not able to meet during any of our office hours, we will schedule another time. You may contact us via email (please include in the subject line "PSCH 270 – Spring 2017") and **read email communication guidelines below**.

**Prerequisite:** PSCH 100

**Required Textbook & Readings:**

- Rosenberg, R. S., & Kosslyn, S. M. (2014). *Abnormal Psychology*, 2<sup>nd</sup> edition. New York: Worth Publishers. (1<sup>st</sup> edition is not permitted because it is based on an outdated version of the DSM.)
- Journal articles and other readings will be available electronically via Blackboard
- In addition, students must have an **i>clicker2** to participate in in-class assessments and discussion (available for purchase at the UIC Bookstore or elsewhere).

**Course Description, Goals & Objectives:** The purpose of this course is to introduce students to fundamental concepts and scientific principles underlying atypical human behavior. The course is designed to introduce students to various clinical presentations of psychopathology that may occur throughout human development. The course will provide an overview of specific psychological disorders (e.g., anxiety, mood, psychotic disorders, etc.) as well as disorder-specific etiological (or causal) considerations, associated clinical features, defining characteristics, and diagnostic criteria. Current empirically-based psychotherapeutic interventions will also be reviewed, but will not be emphasized.

The course will be structured to facilitate learning about "abnormal" behavior, which will be explored from various theoretical frameworks, including genetic/biological, psychological, and sociocultural perspectives. Psychiatric disorders will be discussed according to *DSM-V* diagnostic nosology with special attention paid to etiological considerations, disorder-specific descriptions, and theories underlying classification.

In addition to teaching content related to psychopathology (the study of mental disorders), the course will emphasize critical thinking and “information literacy” in order to prepare students to become lifelong learners. With content or information now readily available on the web—some of it untrustworthy, if not “fake”—students & citizens in the 21<sup>st</sup> century must learn how to assess the validity of the information they encounter. It has become ever more important that students learn how to tell “fact” from “fabrication.” Students will engage in class exercises and writing assignments in order to practice critically evaluating information with a healthy dose of skepticism.

Upon successful completion of this course, students will be able to:

- Appreciate the scope of the problem that mental illness presents for individuals and for society
- Understand psychological, biological, and sociocultural theoretical perspectives of abnormal behavior
- Integrate multiple causal factors and correlates that combine to predict risk for psychopathology over the life span
- Describe and explain theories of diagnostic categories of psychological disorders
- Evaluate the validity of various sources of information regarding psychological disorders

**COURSE REQUIREMENTS & GRADING:** Three exams, two short writing assignments, and participation in the class contribute toward the final grade with all points for all requirements aggregated at the end of the term for a final total point score. **(390 total)**

**1. Exams:** There will be 3 exams.

- a. Exams will be non-cumulative.
- b. **Exams 1 & 2 will be worth 60 points each** and will include only multiple choice questions that can be answered on a scantron sheet.
- c. **Exam 3 will be worth 100 points** and will include multiple choice and short answer questions.
- d. Exam content will be based on readings **and** lecture material, some of which may not be in textbook.
- e. Exams will **NOT** be available for make-up unless there has been some catastrophe (e.g., serious illness/ death in family) that can be documented (e.g., doctor note). In such a case, Dr. Kim-Cohen must be contacted **before the exam, on the day of the exam, or no more than 1 day (24 hours) after the exam.** Students who do not contact Dr. Kim-Cohen in this time frame will not be allowed to make up the missed exam.
- f. Cell phone use (e.g., ringing/talking/texting) during an exam = minus 10 points.
- g. For all exams, on the scantron, you must include your name (last name first or else a -2 point penalty) and UIN (-2 points if missing or wrong) and in the bottom white margin “PSCH 270, Spring 2017.”

**2. Two Brief Writing Assignments (60 points each):** The details and format of the assignment will be discussed in class in the 2<sup>nd</sup> week. The writing assignments will be based on class exercises that ask students to consider the validity of evidence regarding a controversial topic. After doing the exercises in class and engaging in discussions, students will write two 4-5-page papers in APA style. The

deadlines for the two papers are: **Sunday, Feb 5<sup>th</sup> by 10PM and Sunday, Feb 26<sup>th</sup> by 10PM.**

- 3. Participation (50 points): i>clickers** will be used in most class sessions, **starting week 3**, to encourage, identify and credit class participation. See i>clicker document on Blackboard-Course Information for description of registration process for i>clicker and other details. You must **register your i>clicker before week 3.**

**EXTRA CREDIT:** There will be extra credit offered on exams. In addition, there will be “surprise” EC opportunities offered in class only for students in attendance (no makeup opportunities provided).

**GRADING POLICY:** Final grades will be determined by total points as follows.

- A: 351-390
- B: 312-350
- C: 273-311
- D: 234-272
- F: less than 234

In the event of partial points, I will round up final grades if the decimal point is .5 or higher. If the decimal is anything lower than .5, I will round the final grade down (e.g., .499 is rounded down). Absolutely no exceptions will be made to these policies.

**Participation & Engagement:** Research has shown that you can only learn a limited amount from lectures alone, no matter how clear or entertaining. People learn much more from being actively engaged and grappling with the material while learning. Therefore, active participation and collaboration is an integral part of your learning in this course, and will be rewarded with participation points.

Participation includes (a) in-class activities and worksheets, (b) answering in-class questions via i>clicker2, and (c) discussing your answers with the students sitting around you when asked. In addition to helping you learn, these participation activities provide vital feedback to me about how the class is going, and what students understand or don't understand so I can adjust instruction accordingly.

**Electronics Use Policy:** Research has shown that using an electronic device with a screen during class distracts other students around you and hinders their learning. To eliminate the screen distraction effect on neighbors, we will have two different zones in the classroom to accommodate both those who want the freedom to use electronics and those who wish not to see any electronics.

Students who would like to be guaranteed a “screen free” environment should sit in the FRONT half of the classroom. Students sitting in this area have committed to not using any electronic devices with a screen of any size (laptop, phone, tablet, iPod, etc.) for the entire 75 minutes of class. It is fine to use your devices before class starts, but students in this zone have agreed to **silence and put their devices entirely away** when class begins and leave them away until class is over.

Students who will or might be using any electronic devices that have any kind of a screen, or who don't mind seeing others use such devices, should sit in the BACK half of

the room. This applies regardless of the reason the student is using the device, even if it is a legitimate educational reason or an extenuating personal circumstance (e.g., laptop for notetaking, or checking texts for family emergency situation). This also applies regardless of the frequency and duration of the electronics use (e.g., glancing at just one text message or actively taking notes for all 75 minutes).

Students are free to change which zone they elect to sit in on any given day, depending on their personal circumstances and preferences on that day.

**Course Etiquette:** In order to create a harmonious and orderly class environment that is respectful to all and conducive to learning, especially in a large lecture classroom, we all need to act with extra consideration. The following guidelines will help us to maintain our positive learning environment. Please see the instructor privately if you have any schedule conflicts or any other personal circumstances or concerns that you think might make it difficult for you to adhere to any of these:

- You will arrive on time.
- You will stay to the end of class (not leave early).
- You will not talk during class except as part of an activity – large lecture halls are designed to amplify small sounds, so even whispering is disruptive.
- You will not begin packing up your belongings until class is over to avoid the resulting disruptive noise and distracting movement.
- **You will keep your phone set to vibrate, silent, or off for the duration of class.**
- You will respect the electronics use policy set forth in the class (see above)

IN RETURN, THE INSTRUCTOR AGREES TO THE FOLLOWING:

- I will start and end class on time. I will not keep you late, past the scheduled class time. I will be respectful of your time.
- I will break up periods of lecture with other activities to help keep your attention and alertness.
- I will incorporate lots of pictures, movies, demos, and other multimedia where appropriate to help you visualize the material, and to try to make class more interesting and engaging.
- I will give you frequent opportunities to discuss concepts with each other.
- I will ask you questions in class that are designed to help improve your understanding of the material.
- I will provide a welcoming environment for you to ask questions both in and outside of class.
- I will display the course announcements on the projector before class each day, which will include reminders about upcoming due dates.

**Lecture Slides:** Due to popular demand, I will post content slides from my lectures online; however, the lecture slides will not contain all important or necessary information from lectures. In other words, lecture slides are not a substitute for attending lectures and participating in class. I also participate in **Lecture Capture**, which is a system that records and posts visual and audio information presented during lectures. You can review each lecture on Blackboard after it has been recorded.

**Cheating & plagiarism: Plagiarism occurs when you use someone else's text or ideas in your writing without citing that person as a reference.** If a student is caught cheating on an exam or plagiarizing on a paper, that student will automatically receive an F for the course and the appropriate authorities within the university will be notified. Please

be sure to review the UIC Department of Student Judicial Affairs (<http://www.uic.edu/depts/sja/integrit.htm>) for more information about the violation of Academic Integrity and its consequences. I encourage all students to take a look at this **excellent infographic** on what plagiarism is and how to avoid it: <http://bit.ly/1Ksb2pv>.

**Accommodations for disabilities:** I would be happy to make accommodations for disabilities as indicated by the Disability Resource Center. Please inform me of your needs within the first two weeks of the semester. In keeping with the university policy: "Students with disabilities must provide the instructor in writing the need for accommodations and what they are. Those who require accommodations for access and participation in this course must be registered with the Disability Resource Center. Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY)." Email: [drc@uic.edu](mailto:drc@uic.edu).

**Holidays and Religious Days of Special Observance:** Please inform me via email if you miss class or need to reschedule an exam due to observance of a religious holiday. See the following website for the University's list of holidays/religious days: <http://oae.uic.edu/docs/ReligiousHolidaysAY20162018.pdf>

## COURSE SCHEDULE

The course schedule, including topics and readings, is subject to change. Additional readings and videos may be assigned throughout the course. Changes will be announced in class and on Blackboard. Readings and assignments should be completed in advance of the class date (e.g., Chapter 1 of *Abnormal Psychology* and the *Rosenhan* article should be read prior to January 11<sup>th</sup>).

Week	Date	Topic	Reading Assignment
1	Jan 9	Introduction, Course Overview & Review Syllabus	Ch. 1
	Jan 11	Defining Abnormality; Neuropsychosocial Approach	Rosenhan (1973); Ch. 2
2	Jan 16	Film	
	Jan 18	Clinical Diagnosis & Assessment	Ch. 3
3	Jan 23	Research Methods; Introduction to Developmental Psychopathology	Ch. 4
	Jan 25	Child Maltreatment & Attachment Disorders; Introduction to Writing Assignments/Writing Workshop	Zeanah & Gleason, 2015; see also Ch. 1 pages 21-22; Strunk & White excerpt
4	Jan 30	Autism & Vaccines: Class Activity	Ch. 14
	Feb 1	Autism & Vaccines: Class Discussion	
SUN	Feb 5	<b>Short Paper 1 DUE by 10PM</b>	
5	Feb 6	ADHD	Ch. 14
	Feb 8	CD & Psychopathy	Ch. 14; reading about psychopathy
6	Feb 13	<b>Exam 1</b>	
	Feb 15	Schizophrenia Part 1	Ch. 12

7	Feb 20	Schizophrenia Part 2	
	Feb 22	Nature vs. Nurture: Class Activity & Discussion	
SUN	Feb 26	<b>Short Paper 2 DUE by 10PM</b>	
8	Feb 27	Substance Use & Addictive Disorders Part 1	Ch. 9
	Mar 1	Substance Use & Addictive Disorders Part 2 (Guest lecture: Chelsea Cox)	Ch. 10
9	Mar 6	Eating Disorders	Ch. 10
	Mar 8	Disorders of Sex & Gender	Ch. 11
10	Mar 13	<b>Exam 2</b>	
	Mar 15	Film	
	Mar 20	SPRING RECESS – NO CLASS	
	Mar 22		
11	Mar 27	Major Depressive Disorder & Suicide	Ch. 5
	Mar 29	Bipolar Disorder	
12	Apr 3	Anxiety Disorders Part 1	Ch. 6
	Apr 5	Anxiety Disorders Part 2	
13	Apr 10	Trauma & PTSD	Ch. 7
	Apr 12	Personality Disorders	Ch. 13
14	Apr 17	Neurocognitive Disorders/Alzheimer's Disease	Ch. 15
	Apr 19	Resilience & Wellness Promotion	Kim-Cohen (2007)
15	Apr 24	Extra Credit Presentation Day	
	Apr 26	<b>Exam 3 (includes short answer questions)</b>	
16		<b>(NO EXAM DURING FINALS WEEK)</b>	

**UIC RESOURCES:**

If you find yourself having difficulty with the course material or any other difficulties related to this course, please come talk with the instructor at any time and preferably early on (i.e., before an exam date or paper due date). If you are having difficulty about an issue beyond this course, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from an advisor in the **Undergraduate Success Center (USC)** at 111 Stevenson Hall or [usc@uic.edu](mailto:usc@uic.edu).

**The Writing Center**, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend 50 minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at [www.uic.edu/depts/engl/writing](http://www.uic.edu/depts/engl/writing) for more information.

**Student Veterans Affairs** serves military veterans and their dependents during their time at UIC. Student Veterans Affairs staff provide students with information about VA educational benefits, certifies GI Bill® benefits, and answers questions about life on campus. The office also has resources for students who need help making their academic pursuits as successful as possible. [Veteran Integration to Academic](#)

Leadership (VITAL) program is a collaborative effort between UIC and Jesse Brown VA to provide direct assistance navigating the VA Benefits System. Student Veterans Affairs staff are located in the Office of the Dean of Students, 3030 SSB or at the Cisar Student Veteran Center, 248 SCE, in the Commuter Resource Center suite. If you have any questions, please feel free to contact Student Veterans Affairs staff at (312) 996-4857 or visit the website at <http://dos.uic.edu/studentveteranaffairs.shtml>.

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center ([www.counseling.uic.edu](http://www.counseling.uic.edu)). The Counseling Center is located on the 2<sup>nd</sup> floor in the Student Services Building or you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the **InTouch Crisis Hotline** from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535 to contact InTouch.

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